

THE USE OF KEY WORD CLUSTERING TO INCREASE STUDENTS' ABILITY IN WRITING RECOUNT TEXT

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Abstract : This thesis is about how effective key word clustering to improve the students' recount writing. The research is held at SMP Negeri 17 Pontianak in academic year 2013/2014. The writer applied quasi experimental study on her research with one class as the control group and the other class is the experimental group. From research findings, the mean score of posttest in experimental group was higher than the mean score of posttest in control group ($78.3 > 54.7$). Moreover, the interval of the students' mean score in experimental group was higher than control group ($25.1 > 0.2$). The result of Effect Size was 14.4 (categorized as "strong effect"). The t-value (16.27) was bigger than t-table (1.671). The significant difference could be interpreted that the use of key words clustering is effective to improve the students' achievement in writing recount text. Based on the result of the data computation, it was obtained that the t-test score (16.27) was higher than t-table (1.671) at 0.05 the degree of freedom ($df = N_1 + N_2 - 2$ ($33 + 33 - 2 = 64$)). This could prove that teaching recount writing by using key words clustering is effective.

Keywords : recount, key word clustering, brainstorming

Abstrak : Skripsi ini tentang seberapa efektif keyword clustering untuk meningkatkan kemampuan menulis recount siswa. Penelitian ini diadakan di SMP Negeri 17 Pontianak pada tahun akademik 2013/2014. Penulis menerapkan studi eksperimental kuasi pada penelitiannya dengan satu kelas sebagai kelompok kontrol dan kelas lainnya adalah kelompok eksperimen. Dari hasil penelitian, nilai rata-rata posttest pada kelompok eksperimen lebih tinggi dari nilai rata-rata posttest kelompok kontrol ($78,3 > 54,7$). Selain itu, interval nilai rata-rata siswa dalam kelompok eksperimen lebih tinggi dibandingkan kelompok kontrol ($25,1 > 0,2$). Hasil Pengaruh Ukuran adalah 14,4 (dikategorikan sebagai "efek yang kuat"). T-value (16.27) lebih besar dari t-tabel (1,671). Perbedaan signifikan dapat diartikan bahwa penggunaan keyword clustering efektif untuk meningkatkan prestasi siswa dalam menulis recount text. Berdasarkan hasil perhitungan data, diperoleh bahwa nilai t-test (16.27) lebih tinggi dari t-tabel (1,671) pada 0,05 derajat kebebasan ($df = + - 2$ ($33 + 33 - 2 = 64$)). Hal ini dapat membuktikan bahwa pengajaran menulis penghitungan dengan menggunakan key word clustering adalah efektif.

Kata kunci : recount, key word clustering, brainstorming

Writing refers to the process and the product might be a hard task to do. Sometimes, it can be frustrating for foreign language learners. In writing some criteria such as grammatical rules, sentence structures, choice of words, and other things should be applied appropriately and correctly. Every time when they have to write, they only think about how to avoid many mistakes in grammar, how to choose the best word (word choice) for their writings, how to change the sentences into passive voice that makes the writing looks much more academic, and so forth. Those might be the biggest fear for the students while working on their writing, and finally make them get stuck never know what they are going to write about. They keep working on those superficial things, but lose the real essence of writing which is about keeping the flow of the ideas on writing as a river flow.

In most cases, foreign language learners may dislike writing activity because of all the above matters. The writing topic is mostly far beyond the students' daily life. In fact, writing in a foreign language is all too often associated with 'correcting errors' in grammar and mechanics (spelling, capital letters, punctuation mark, etc). All those things may bring problems to the students while they are working on writing activities.

When the writer conducted a teaching practice at SMP Negeri 17 Pontianak, the writer got that most of the students had many problems in writing recount text, especially when finally the students must develop their own recount story.

Students find it is difficult to develop ideas for their writing. They often wait until the last minute before they start writing and thus do not give themselves to use their creative powers and to let their ideas develop into orientation, events and reorientation. Besides, students tend to work very hard on the grammar while working on their writing in a very long time. In addition, the problem occurs when they have to choose the correct word (word choice) for their writing because a dictionary provides multiple definitions. They tend to ignore the use of daily life language in their writings which may be very useful. Even, they often spend much time looking up the dictionary in order to find the best word that fits the target language. These make the students can not enjoy the writing activity.

Since the problems mostly occurred in the teaching of recount writing, the writer focused on applying a good teaching technique. Based on the students' problem in writing, the writer applied key word clustering in helping the students to generate ideas to write a personal recount text. The key word clustering writing technique can help students to generate ideas, especially they can generate ideas based on the generic structure of recount text ; reorientation, events and orientation. The purpose of this research is to investigate the effectiveness of key word clustering in writing recount text. The importance of this research is by having key word clustering in writing, the writer hopes that the students will not feel it is difficult to write recount text, so by having a good experience in writing the students will not feel learning English is difficult.

In starting to write something, it is important for students to know how to generate and develop ideas to write something. One writing techniques that can be used to help the students having the list of writing idea is brain storming.

Brainstorming is an informal way of generating topics to write about, or points to make about your topic. It can be done at any time during the writing activity. You can brainstorm the topics for a whole paper or just a conclusion or an example. One technique of brainstorming is key word clustering. Key word clustering is one technique of brainstorming that the students write down key words or phrases relevant to their topic of interest. By applying key word clustering the students can generate the ideas relate to the writing topic easily.

In curriculum level of education unit (KTSP) recount text is a text genre must be learnt by the ninth grade students. In this curriculum, recount text is defined as a text that retells events in purpose of informing or entertaining. In the article 60 Writing Topics by Hyland recount text is talking about past experiences or events, written for information or entertainment. There are two types of recount text, historical recount text and personal recount text. Historical recount text tells about the other person's life and personal recount text tells about the writer's experience. The writer chose personal text recount as the type applied in this research, therefore in this text genre the students can write about their experiences.

Based on the previous research that had been conducted by Abdul Salam (2011), it has been proved that the keyword clustering can improve students' writing ability of grade 8th SMPN Tarumajaya Bekasi. In his research the writer found that keyword clustering could help his students to generate ideas in writing a recount text. Because of that the writer is also interested to know whether key word clustering is effective or not to improve the ninth grade students of SMP Negeri 17 Pontianak to write a recount text.

In this research the writer applied quasi experimental research in her research to investigate whether or not key word clustering is effective to increase students' ability in writing recount text of the ninth grade students of SMP Negeri 17 Pontianak in Academic Year 2013/2014.

METHOD

The general approach that applied in this research is quantitative study and this research will be conducted based on quasi-experimental research. Muijs (2004: 27) states that "quasi experimental is often used precisely because such random allocation is not possible or practical". This research used quasi-experimental design because the education world consists of limitation that affects researcher in assigning sample randomly. Besides that the variables in the research which deal with human behavior, language learning and language behavior are difficult to be controlled (Hatch & Farhady, 1982).

The population of this reasearch will be the the ninth Grade Students of SMP Negeri 17 Pontianak in Academic Year 2013/2014. There are six classes of ninthgrades, each of which consists 40 for 9A, 39 for 9B, 34 for 9C, 35 for 9D, 33 for 9E and 33 for 9F.

The sample is divided in two classes of experimental group and control group. The samples of this research are the 33 students of 9F as the experimental group and the 33 students of 9E as the control group of ninth Grade Students of

SMP Negeri 17 Pontianak in Academic Year 2013/2014. The samples are class E and F because these two classes are considered having similar number of students and similar writing competence seen from the average score of writing subject of previous semester.

The writer used measurement technique to measure the students' ability in writing recount text by using key word clustering by using scoring rubric. In this research the writer applied the written test.

The tool used in the research is intended to measure the students' achievement in writing skills. The tools of data collecting are students' writing on recount text.

FINDING AND DISCUSSION

FINDING

To answer the research problem, the writer administered the essay test in experimental and control group. These tests consisted of two parts; pre-test and post-test for the two classes.

1. The Analysis of The Students' Individual Score

- a. The Analysis of The Students' Individual Score of Pre-Test and Post-test in Experimental Group

$$M = \frac{\sum X}{N}$$

(Kubiszyn and Borich, 2007: 258)

Where:

- M = students' mean score
- X = the sum of students interval score
- N = number of students

The total of students' pre-test score in experimental group was 1736. Thus, the mean score was $1736:33 = 53.1$. It is considered "poor to average". Meanwhile, the total of students' post-test score in experimental group was 2607. Therefore, the mean score was $2607:33 = 79$. It is considered "average to good".

- b. The Analysis of The Students' Individual Score of Pre-test and Post- test in Control Group

To find the students' individual score of control group

$$M = \frac{\sum X}{N}$$

(Kubiszyn and Borich, 2007: 258)

Where:

- M = students' mean score
- X = the sum of students interval score
- N = number of students

The total of students' pre-test score in control group was 1713. Thus, the mean score was $1713:33 = 51.9$. It was considered "poor to average". Meanwhile, the total of students' post-test score in control group was $1750:33 = 53.0$. It was considered "poor to average".

2. The Analysis of The Students' Mean Score of Pre-test and Post-test in Experimental Group

To find out the interval score of pretest and post test of the experimental group

$$M_e = \text{post test score} - \text{pretest score}$$

The interval of the students' mean score in experimental group was 25.1. It was computed as follows:

$$\begin{aligned} M_e &= M_2 - M_1 \\ &= 79 - 53. \\ &= 25.9 \end{aligned}$$

3. The Analysis of The Students' Mean Score of Pre-test and Post-test in Control Group

To find out the interval score of pretest and post test of the control group

$$M_c = \text{post test score} - \text{pretest score}$$

The interval of the students' mean score in control group was 0.2. It was computed as follows:

$$\begin{aligned} M_c &= M_2 - M_1 \\ &= 53 - 51.9 \\ &= 1.1 \end{aligned}$$

The computation of the students' mean score of experimental and control group indicated the interval students' mean score in experimental group was higher than control group. In conclusion, the experimental group performed better in achievement than control group.

4. The Analysis of The Standard Deviation Squared of Each Group

Based on Kubiszyn and Borich (2007:277) Standard Deviation is a measure of the dispersion of a set of data from its mean. The more spread apart the data, the higher the deviation. Standard deviation is calculated as the square root of variance. It is the average of the squared differences from the mean. To calculate the variance, follow these steps:

- Work out the Mean (the simple average of the numbers)
- Then for each number: subtract the Mean and square the result (the squared difference).
- Then work out the average of those squared differences.

To find out the standard deviation squared of each group

$$S^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

(Kubiszyn and Borich 2007:277)

Where:

S^2 = the standard deviation squared
 X^2 = the total sum of the squared interval score
 X = the total sum of the interval score
 N = the total number of students

- a. The Analysis of The Standard Deviation of the Experimental Group

$$\begin{aligned} &= \frac{23956 - (842)^2/33}{33} \\ &= \frac{23956 - 708964/33}{33} \\ &= \frac{23956 - 21483.76}{33} \\ &= \frac{2472.24}{33} \\ &= 74.91 \end{aligned}$$

The standard deviation of the experimental group was $S_e = \sqrt{74.91} = 8.66$. It showed that the standard deviation of the students' score from the mean score is 8.7

- b. The Analysis of the Standard Deviation of the Control Group

$$\begin{aligned} &= \frac{101 - (9)^2/33}{33} \\ &= \frac{101 - 81/33}{33} \\ &= \frac{101 - 2.45}{33} \\ &= \frac{98.55}{33} = 2.99 \end{aligned}$$

The standard deviation of the control group was $S_c = \sqrt{2.99} = 1.73$. It showed that the standard deviation of the students' score from the mean score is 1.73.

5. Analysis of Significant Difference of Mean Score (t- test)

The t-test assesses whether the means of two groups are statistically different from each other. This analysis is appropriate whenever you want to compare the means of two groups.

To know the effectiveness of the treatment, the researcher use t-test

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

(Hinton, 2004:90)

Where:

t	= t-test
M_1	= mean score of experimental group
M_2	= mean score of control group
S_1	= standard deviation squared of experimental group
S_2	= standard deviation squared of control group
N_1	= number of students in experimental group
N_2	= number of students in control group

$$\begin{aligned}
&= \frac{25.1 - 0.2}{\sqrt{\frac{(33 - 1)75 + (33 - 1)3}{33 + 33 - 2} \left\{ \frac{1}{33} + \frac{1}{33} \right\}}} \\
&= \frac{24.9}{\sqrt{\frac{(32)75 + (32)3}{64} \left\{ \frac{2}{33} \right\}}} \\
&= \frac{24.9}{\sqrt{\frac{2400 + 96}{64} \{0.06\}}} \\
&= \frac{24.9}{\sqrt{\frac{2496}{64} \{0.06\}}} \\
&= \frac{24.9}{39\{0.06\}} \\
&= 16.3
\end{aligned}$$

Interpretation:

The result of computation of t-test was 16.27. When the writer checked the t-distribution table of significance 5% with $df = N_1 + N_2 - 2$, she found: $df = 33 + 33 - 2 = 64$. Because the result of df was 64, thus the t-table was 1.671. This means that t-value (16.27) was bigger than t-table (1.671). The significant difference could be interpreted that the use of key words clustering is effective to improve the students' achievement in writing recount text

The Effect Size of Treatment

Cohen et al (2005: 223) stated that An effect size is a measure that describes the magnitude of the difference between two groups. Effect sizes are particularly valuable in best practices research because they represent a standard measure by

which all outcomes can be assessed. An effect size is typically calculated by taking the difference in means between two groups and dividing that number by their combined (pooled) standard deviation. Intuitively, this tells us how many standard deviations' difference there is between the means of the intervention (treatment) and comparison conditions.

$$ES = \frac{M_e - M_c}{S_c}$$

(Cohen et al 2005: 223)

Where:

M_e = mean score of experimental group students
 M_c = mean score of control group students
 S_c = the standard deviation of control group students' score

$$= \frac{25.1 - 0.2}{1.73}$$

$$= \frac{24.9}{1.73}$$

$$= 14.4 \text{ (categorized as "strong effect")}$$

Testing Hypothesis

Cohen et al (2005: 223) stated that A process by which an analyst tests a statistical hypothesis. The methodology employed by the analyst depends on the nature of the data used, and the goals of the analysis. The goal is to either accept or reject the null hypothesis. Based on the result of the data computation, it was obtained that the t-test score (16.27) was higher than t-table (1.671) at 0.05 the degree of freedom (df)= $N_2 + N_2 - 2$ (33+33-2=64). This could prove that teaching recount writing by using key words clustering is effective. Therefore, the Alternative Hypothesis (H_a) is accepted.

Teaching Writing as A Process

In the ninth grade one writing text learnt by the students is recount text. In exploring how text work (Derewinka, 1990: 15-17) there are three types of recount. They are personal recount, factual recount and imaginative recount. In this research the personal recount text chose to be developed by the students and would be discussed more at the next discussion.

A good writing comes with process. Usually, teaching writing mostly concerned to the final product of writing rather than its process. However, we have to give the students a chance to be the creator of the language (Brown, 2001: 320). The process of writing now has some approaches in order to develop students' capability in writing.

Thus, based on that theory, writing should be considered as a process which has some steps in it. Those processes will help the writer, especially the students to get ideas, put them together, get them on paper, and finally polish

them into a fine piece of writing. Hyland (2003: 11) describes those processes as selection, prewriting, composing, response to draft, revising, response to revisions, proofreading and editing, evaluation, publishing and follow-up task.

Selection means that the teacher or the students select the topic that they want to write. Prewriting refers to the kinds of things that we want to write. In prewriting the teacher or students brainstorm, collect the data, note taking or outlining the topic they want to write. Then in composing they get write the ideas into the paper. After that they give respond to draft about the ideas, organization and style of the text that they want to write. Then they do revising again to reorganization, style, adjusting to readers and refine the ideas. The teacher or students then respond to the revision made. In proofreading and editing, they check and correct the form, layout and writing evidence. The teacher then evaluates the progress in writing process. Next the process of publishing in which the writing text is published such as in presentation, notice-board, the wall or website. The final process is follow-up task after the weaknesses of previous writing process has been recognized.

Those steps above help the writers improve their writing especially the students. They are able to organize their ideas in prewriting stage. After they finished the writing, the students proofread their paragraph to check their writing, because sometimes, they do not realize the mistakes that they have made in their own writing. In revising process, Sorenson (1997: 5) states that “revising process is one of the toughest parts in writing process that may happen because some students can not figure out what part that they should revise, especially when they do it by themselves”.

Based on the theory above the writer concluded that in writing someone can not make it directly into text. He or she must prepare the draft about what he or she will write, the draft is about the main ideas and supporting ideas related to the writing topic. As the conclusion the writer sure that writing is a process, it means in teaching writing, teacher should be able to teach the writing process so the students can develop the ideas easily.

Key Word Clustering

In this research the writer applied key word clustering in her research. Keyword Clustering is used to refine something that makes sense and gives better organize information that can make writing process is done easily. Hogue (1996: 91) states that key word clustering like listing is another way to get ideas to write about something and write them in circle or bubbles, around the topic. It means that key word clustering is the writing technique to develop their ideas (learners) and write the words or phrases in circles or bubbles. Based on this theory, it can be concluded that key word clustering is a strategy to stimulate the learner for developing their idea that's difficult to say.

Dawson and Essid (2010:1) said that key word clustering is a type of prewriting that allows the learners to explore many ideas as soon as they occur to the learners. Like brainstorming or free associating, key word clustering allows learners to begin without clear ideas. So, it can be concluded that key word clustering can explore many ideas from mind. It is a good way to develop idea

before starting the writing activity. The learners can do it on their own or with friends or classmates to try to find inspiration or ideas.

Based on this statement, key word clustering is an activity that generate idea by using circles and it starts from a stimulus word or the words expectation, then develop them into several groups.

The goal of key word clustering is to determine the intrinsic grouping a set of unlabeled data. It can be shown that there is no absolute “best” criterion which would be independent of the final aim of the key word clustering. Consequently, it is used to supply this criterion, in such way that the result of the key word clustering will suit their needs. Based on this statement it can be concluded that key word clustering is to help generate ideas and arrange them into good writing. Dawson state that:

To begin to cluster, choose a word that is central to your assignment. For example, if you “expectations” and write that word in the middle of your sheet of paper. Circle “expectations,” then write words all around it—words that occur to you as you think of “expectations.” Write down all words that you associate with “expectations,” words that at first may seem to be random. Write quickly, circling each word, grouping words around your the central word. Connect your new words to previous ones with lines; when you feel you have exhausted a particular avenue of associations, go back to your central word and begin again. Dawson and Essid (2010:1)

Based on the statement, it can be concluded that in key word clustering technique, there are some steps: (1) Choosing a word or phrases; (2) Putting the word or phrases in central; (3) Circling the word or phrases; (4) Writing words all around the word or phrases that associate with the word in central; and (5) Connecting the new word or phrases to previous ones with lines.

DISCUSSION

In this research the writer conducted the research on writing skill. Writing is one of the language skills. However, facilitating students to master sufficient writing skills is not an easy work to do. The ninth grade students can be classified as elementary level students. It means that teaching writing in the elementary school can be easy or difficult. It depends on the technique used by the teacher in teaching writing. If the teaching technique is suitable with the students’ ability and level, teaching writing can be easy to be done. Therefore it is important for the teacher to recognize the students’ writing ability and student’ competence level. It can be done by evaluating the students’ learning achievement for the previous subject.

The writer conducted a quasi experimental study on the use of keyword clustering to increase the students’ recount writing. A key word clustering technique developed by Rico 1983 to improve writing skill is adapted by Henry (1985-1986) to facilitate thinking in classroom setting. Key word clustering is an activity that generate idea by using circles and it starts from a stimulus word or the words expectation, then develop them into several groups.

Example of keyword clustering is as follows:

Figure 1
Example of Key Word Clustering



In writing process the result of the writing is a writing product. In this research the product of students' writing is a recount text. Recount explores the series of events which happen to participant/s. These events are the main element in composing recount text. Hudgson said that recount text tells about something happened in the past. It can be happened to the writer or someone else. The purpose of recount text is to retell an event or events. The generic structures of recount text are orientation, event/ events, and reorientation.

One of the characteristic of quasi experimental design is the use of non equivalent control group design. It means we cannot choose the sample randomly, it should be the fixed sample. Because of that the writer used classes which already available. In this school there are six classes of ninth grade, and all of these classes have similiar quality in achievement. The sample is divided in two classes of experimental group and control group. The samples of this research are the 33 students of 9F as the experimental group and the 33 students of 9E as the control group of ninth Grade Students of SMP Negeri 17 Pontianak in Academic

Year 2013/2014. The samples are class E and F because these two classes are considered having similar number of students and similar writing competence seen from the average score of writing subject of previous semester.

The writer conducted the quasi experimental research in two classes, one class as the control group and the other as the experimental group. Both of the group got the similar pre test and post test. The treatment to use the keyword clustering was only applied for the experimental group and the control group only taught by using the conventional teaching method. The control group students directly wrote recount writing without any drafts. After the writer taught how to write a recount text by using key words clustering to the experimental group, the writer held a post-test for the experimental and control groups.

The students learnt how to write the idea as the main idea and supporting idea based on the generic structure of recount text, orientation, events and reorientation. There were three meetings for the control group and experimental group.

Based on the data analysis of the students' pre test and post test, the students' achievement on writing recount text could be influenced by key word clustering. From research findings, the mean score of posttest in experimental group was higher than the mean score of posttest in control group ($78.3.50 > 54.7$). Moreover, the interval of the students' mean score in experimental group was higher than control group ($25.1 > 0.2$). The result of Effect Size was 14.4 (categorized as "strong effect"). The t-value was higher than t-table ($16.27 > 1.671$). It indicates the Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted. It can be concluded that teaching recount writing by using key words clustering is effective.

CONCLUSION AND SUGGESTION

CONCLUSION

Teaching recount writing by using key word clustering is effective. The students can write a recount text easily, because they had already had the ideas in the key word clustering. The students can explore many ideas from mind and collect them into circles. Therefore the idea in the key word clustering can help the students to develop idea in writing a personal recount text

SUGGESTION

By having seen the result of the study key word clustering is recommended to be used in teaching recount writing. The students can explore their ideas by using keyword clustering, they have many ideas for their recount writing. For the next studies, in teaching recount writing, before teaching the main subject, recount text, the students should be taught the aspects of recount writing, such as the used of simple past tense. It is because on important thing in writing is the used of correct tenses. Therefore the students can write the sentences in past form correctly.

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